

DOCUMENT RESUME

ED 249 591

EA 017 116

AUTHOR Bush, Robert N.
TITLE Effective Staff Development.
PUB DATE Jun 84
NOTE 17p.; In: "Making Our Schools More Effective: Proceedings of Three State Conferences." See EA 017 101.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrator Role; Educational Assessment; *Educational Improvement; Elementary Secondary Education; Inservice Teacher Education; Leadership Responsibility; *Organizational Development; *Organizational Effectiveness; Professional Development; *School Effectiveness; *Staff Development; Teacher Effectiveness; *Teacher Improvement; Teacher Supervision; Teaching Skills
IDENTIFIERS California Staff Development Study

ABSTRACT

Beginning with the observation that educators are faced with rising public expectations, declining resources, and increased public criticism, this paper describes a six-fold model for determining how staff development is operating and how it can be made to operate more effectively, in a self-renewing manner. The six dimensions consist of the following: (1) orientations (services embedded within the school, services to schools focused on curriculum and instruction, services to schools for organizational development, services to individuals for inservice development, or services to individuals for role preparation); (2) school environments (energized, maintenance-oriented, or depressed); (3) initiatives (school-based, agency creating, special populations, curriculum improvement); (4) leadership (the principal as manager, harmonizer, or motivator); (5) growth states of teachers ("omnivores," active consumers, passive consumers, retrenched, or withdrawn); and (6) training (levels of training, objectives). Five levels of training (presentation of theoretical base, modeling, practice in controlled situations, feedback, and coaching) and three objectives (conceptual control, skill, and use or transfer) are identified. Two tables are included: one provides strategies for strengthening the educational leadership of principals and the other lists 10 practical questions for self-assessment of schools. (TE)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED249591

EFFECTIVE STAFF DEVELOPMENT

Robert N. Bush
Center for Educational Research at
Stanford University
Stanford, CA 94305

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

Considering the long time that I have been at this business, you would think I would have probably said it all by now. But, let me assure you that I have recently been engaged in some work that I have not talked about or written about before, and I am delighted to have the opportunity to share it with you.

My topic today is effective staff development. It translates into this question: How can we--teachers, educators, administrators--continue to improve our skills and to grow as professionals throughout our careers? I submit that this is one of the most vital questions facing American education today. And if we can find some successful answers to it, it seems to me that it will go a long way toward helping to solve the problems both of quantity and quality in our schools and in supplying educational personnel to staff them.

Before I get to the heart of the research, I want to blow off a little steam regarding the predicament in schools today. Are we in a crisis? Are the schools a disaster area? Have they and do they put the nation at risk as has been so prominently discussed in current reports? Are we about to be overtaken by the Japanese? I remember 25 years ago it was the Russians, and 20 years before that the Europeans. I wish I had time to sketch some historical background of where we have come with our school system since we brought it over from Europe and transformed it into an indigenous institution because I think there are some very important lessons as we consider what we are doing now. I am an historian and I like to do that, but that was not what I was invited to do. Ask me again sometime and I will.

Is the nation at risk? If the question is, "Is the nation at risk because our schools have done such a bad job?", the answer is a resounding "no!" If on the other hand the question is, "Is the nation at risk if we do not support and substantially invest more resources to make the schools as good as we can?", then the answer is a resounding "yes!"

Bud Hodgkinson, writing last year in PDK, points out that the schools in the U.S. are good and getting better. They are critical to the future of the country and the public is increasingly understanding that fact. And he points to the fact that it is a relief that after a decade of psychic recession or cynicism about many of our public institutions things are beginning to change. He says that the U.S. public education system is a remarkably successful

EA 017 116

institution. I concur. It is designed for every student and yet its very best students are as good as those of any in the world. It provides a high return on the dollars invested. And the future of America depends on investment in the development of human resources. Schools are obviously the best place to invest this resource and obtain the highest returns on that investment.

Here is my three-point summary of where we stand today. One, the public is demanding more than ever before and receiving more. Two, they are giving us less money to do it with. Three, they are criticizing us more for it. Demanding more, getting more, giving us less to do it with, and criticizing us more is a pretty "rum" situation. I think that an impartial judge from another planet would say that it is really not quite fair. And so as an educator, I think I share with a lot of you that sometimes we are a little angry, sometimes we are a little frustrated, sometimes we get a little mad. Maybe we get a little defensive. If so, I think it is not altogether unjustified. But my impression as I move around is that a lot of us are more burned up than burned out about the situation.

The public is demanding more and is going to continue to demand more. This will not change. The list of what they are demanding is long. And the key word is more--both in amount and in kinds. They want education from pre-school to community college; they want it close to home; and they want it cheap or free. They want each of their children taught according to their philosophy. They want the children to study the kinds of books whose points of view they agree with. They want the schools to fix each new problem: drugs, safety, sex equity, energy, metrics, morals, minorities, handicaps, etc. The list is long. In our recent research we found 58 different things that the federal government or the state government wants fixed. And at the same time we are supposed to spend more time on the basics. The public wants higher achievement, but they are not satisfied just to have students go through the schools. They want to give an independent test to be sure they have learned the material. And if they have not learned it, the questionable assumption is that it is the school's and the teacher's fault. The public wants every child treated individually but it wants them all to be treated equally. The handicapped children are to be mainstreamed and no discrimination of any group is permitted either overtly or covertly. And on top of all of these demands is the one that we must educate students in a way that is entertaining and immediately relevant.

Why these increased demands? There are at least three reasons. First, we have a long history of higher and higher expectations in this country of all of our institutions but particularly of our schools. And partly because of these higher and higher expectations we have been getting more and more. Secondly, we have a much better educated public. They are more literate, better organized, more active, and they have a better knowledge of what is going on in other parts of the world. They see on T.V. one week what is happening in a

Pennsylvania school and if it looks good they want it in their schools in California or Nevada. We are victims of our own success. And thirdly, there have been a series of societal changes of profound character. We have moved from a muscle to a machine to a knowledge society. We are moving from a monistic, scientific society to a pluralistic and humanistic one. All of these cause many problems and demands.

The demands will shift, but they will continue. We cannot expect them to decrease because the public schools and the private schools were formed in this country to meet the social demands of the country, and we will need to continue to try to meet them. Thus, we are caught in a cruel bind. We need more and better education than ever before both for the individual and society. But the resources are limited for a variety of reasons--not the least of which is there are other social demands as well. In a situation when higher expectations are not met, dissatisfactions are bound to arise even though things may be getting better. The only way that we as educators are going to meet the present demands is to become more efficient. This is not a word we like. We tend to shy away from it. But the inescapable fact is that we are going to have to get more results from the resources that we have.

Now let me turn to the heart of what I want to say to you, my topic of effective staff development. We have been working in California on a five-year longitudinal study of staff development in schools that began in 1979 and finished in 1983. Our sample includes seven counties, twenty school districts, and about 80 schools. The study was undertaken at the request of Dr. Alex Law, the Director of the Office of Program Evaluation and Research in the California State Department of Education, as the result of what the legislators, the public, and the many of his staff were saying about these current staff development programs. There were complaints that they were not working and that teachers did not like them. They called several of us together to ask if we could evaluate staff development, find out what was going right and what was going wrong. We began by looking at two things. First we studied all of the initiatives from state and federal sources and found that nobody in the State Department knew all of them or how they were related to one another. Once we sorted them out, we went to the schools to talk with the teachers, principals, superintendents, and students as to what was happening when those initiatives came down. And we found that it was not what was intended by those who handed them down.

Another conclusion was that in order to determine how staff development is operating and how it can be made to operate more effectively, we needed to take an in-depth approach. We proposed a three-to-five year study that would examine particular schools in-depth and talk with people over a period of time. We sent in our report and thought we would hear no more. It was only 20 pages, but it was a rather hard hitting report. To our surprise they said, "It sounds reasonable. Will you design and develop the instruments for

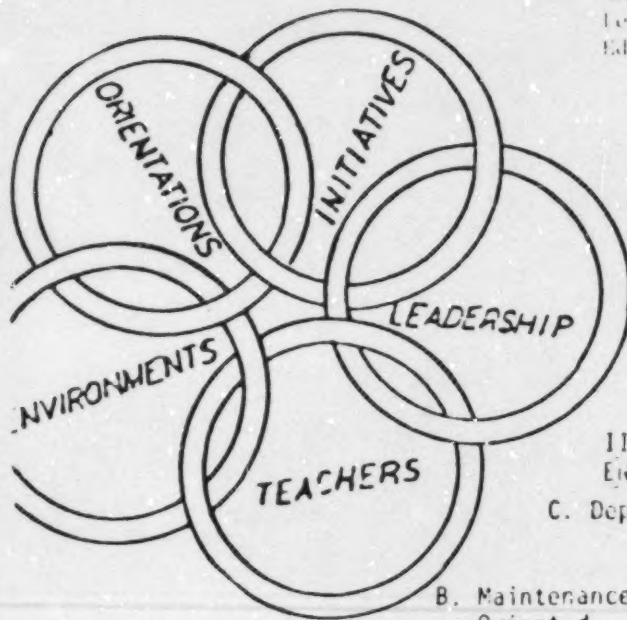
such a study?" We worked for a year with teachers and administrators and designed such a study with instrumentation. This time the report was 250 pages long. It said "If you want to conduct an effective study of staff development, here is the way to do it." Again to our surprise they said, "O.K., will you undertake a three-five year study and try to put these ideas into operation?" That is what we have been doing the last three years. We have made five reports, one for each year of the study. These are the data I am drawing upon as I speak to you today.

To optimize staff we first need to have well-trained teachers to begin with. Second, the local school workplace needs to become a growing, renewing, learning, problem-solving environment for everybody in it--not just for the kids, but also for the teachers and the principals as well. We find that they are not that way now. Some of them are and some educators do continue to improve themselves throughout their careers. However, it is unfortunately not the rule. Schools by and large are not self-renewing organizations. Too many of them are "tired." And the reason they are tired, I think, is because we are spending 99% of our time running the schools and not enough time observing what we are doing and taking time to think and to plan how we can improve. What I want to talk about is how we can change the character of the school workplace so that it becomes a self-renewing situation.

I want to concentrate on four things. Figure 1, with the little circles on it, will serve as an organizer of our thinking. I will cover numbers VI, I, III, Training, Orientations, and Initiatives; also number V, Teachers and number II, school environments. If I have any time left, I will talk a little bit about number IV, leadership, to add a few things to what Dr. Bossert covered earlier on this topic.

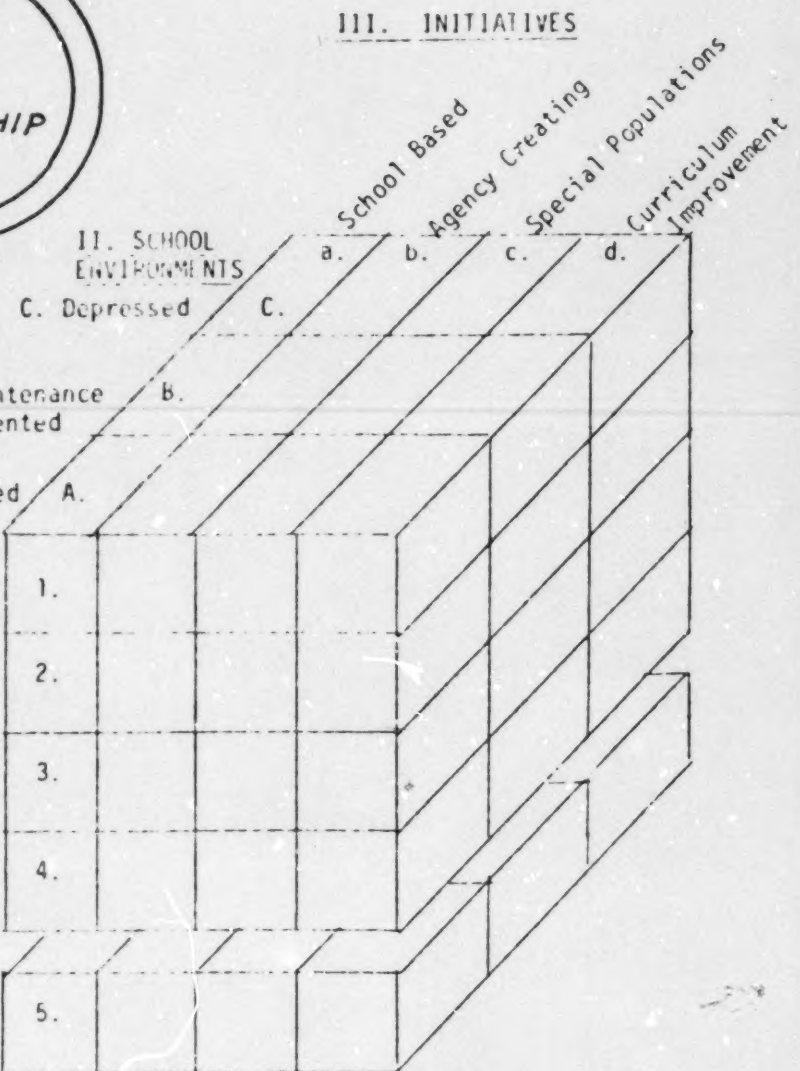
Let me start with training. We suggest five levels of training: (1) presentation of a theoretical and conceptual base; (2) modeling; (3) practice in controlled situations; (4) feedback; and (5) assistance and application. The objectives of training are conceptual control, skill and use. Let us suppose that one hundred of you went through the best possible presentation of the theoretical and conceptual base for a new procedure or something that you wanted to put into your in-service program. How many of you would go home and use it? We find from our experience and research results that about 10% would use it. Now suppose that it was also well modeled. It was demonstrated for you. You could see it done, either live or on videotape. How many do you think would use it? It increases it by about 2%-3%. Now suppose you have a chance to practice it, not in your regular classroom but in a controlled situation with a few students or with some of your colleagues. How many would go home and use it? It turns out to be only about another 2% to 3%. What happens if you get feedback on how well you have done it? Again only another 2 or 3%. But if you go to step 5 and somebody helps you in your class and in your school to adapt this, it goes up to about 95%!

FIGURE 1: STAFF DEVELOPMENT ECOLOGY
(Dimensions Identified by Joyce, Bush
and McKibben in California Staff
Development Study, State Department of
Education, Sacramento, 1983)



I. ORIENTATIONS

1. Services Embedded Within the School
2. Services to Schools Focused on Curriculum and Instruction
3. Services to Schools for Organizational Development
4. Services to Individuals for Inservice Development
5. Services to Individuals for Role Preparation (Pre-service)



IV. LEADERSHIP

- Principal as Manager
- Principal as Harmonizer
- Principal as Motivator

V. GROWTH STATES OF TEACHERS

- Omnivores
- Active Consumers
- Passive Consumers
- Retrenched
- Withdrawn

VI. TRAINING

- Levels of Training
- Objectives

I. ORIENTATIONS

Examples

- | | |
|---|---|
| 1. Services Embedded Within the School | Informal social support system (teacher-to-teacher, resource specialist). |
| 2. Service to Schools Focused on Curriculum and Instruction | Clinical Supervision (teacher-to-teacher or with involvement of principal or consultant). |
| 3. Services to Schools for Organizational Development | Consultants working to improve problem-solving/decision-making quality of the school environment. |
| 4. Services to Individuals for Inservice Development | Training courses and workshops to individuals for role development. |
| 5. Services to Individuals for Role Preparation (Pre-service) | Credit-bearing instruction to individuals for role preparation (credentials or degrees) |

II. SCHOOL ENVIRONMENTS

- | | |
|-------------------------|--|
| A. Energized | Staff feel motivated to work on professional development and program improvement. |
| B. Maintenance Oriented | Energy tends to be expended in maintaining program (little left for improvement and change). |
| C. Depressed | Environment seems to sap energy from people. |

III. INITIATIVES

- | | |
|---------------------------|--|
| a. School Based | AB 551 (Staff Development) AB 65 (SIP) |
| b. Agency Creating | Teacher Centers, Resource Centers, County Offices |
| c. Special Populations | Special Ed, Voc. Ed, Gifted & Talented |
| d. Curriculum Improvement | Bay Area Writing Project, California Math Project. |

IV. LEADERSHIP

- | | |
|------------|--|
| Manager | Critical work activities (CWA) tend to be budgets, operational matters. |
| Harmonizer | CWA emphasize conflict resolution, problem-solving. |
| Motivator | CWA put emphasis on long-range planning, staff development, program improvement, change. |

V. GROWTH STATES OF TEACHERS

- | | |
|-------------------|---|
| Omnivores | Seek out or create opportunity for growth. |
| Active Consumers | Take some initiative in staff development. |
| Passive Consumers | Will participate but dependent on others. |
| Retrenched | Suspicious of innovation, resist change, use informal system to control and stifle. |
| Withdrawn | Push away activity options in formal system, rarely use informal interaction. |

VI. TRAINING

A. Levels

1. Presentation of Theoretical and Conceptual Base
2. Modeling
3. Practice in Controlled Situations (Microteaching)
4. Feedback
5. On-hands Assistance in Application in Regular School/Classroom Setting (Coaching)

B. Objectives

1. Conceptual Control
2. Skill
3. Use (Transfer)

Unfortunately, most staff development is at level one and two. Sometimes it gets down to three not often to four or five. But you need to reach number five if you want a substantial number of people to use the training.

Let me now turn to some additional data from the Study. In California there is no well-established, smoothly flowing staff development system in place in most school systems. We are spending substantial and growing amounts of time and effort in staff development, school improvement, and in-service education, but they are not yet having a noticeable impact in most places. These matters are still considered to be something done to a teacher by somebody else. It is done to, not by, for, and with teacher. Further, the treatments are weak ones, even though powerful ones are available as the result of a decade of research and development. These stronger treatments do not for the most part reach our classrooms and affect the learner. Nonetheless, I am not pessimistic because we are finding that things are beginning to move in some places. We have found local schools and local school districts where energized environments have been created, where a group dynamic is present and a local problem-solving orientation to school improvement is operating with accelerating force, where there is a genuinely collaborative effort in place and all parties involved are working together to make that place better. Is it possible that the number of these places can become more widespread so that this will be the rule rather than the exception? My answer is unequivocally yes, it can be. So much for training.

Now let me turn to the next item in that list--teachers. We find in our studies that teachers are not all of the same cast. We have developed a five-fold category. At the top we have what we call the "Omnivores"; they consume everything in sight. (Remember we are thinking about staff development.) We have the "Active Consumers." They will actively consume what you give them. They will not insist that you give it to them, but they will consume it when it is given. Then we have "Passive Consumers". They will not look for it. They do not show a great appetite for it, but they will eat it. Then we have the "Withdrawn," and finally the "Entrenched," who have their feet firmly set. Now think of your school, or your situation. What percentage do you estimate are in those different categories? Now I will give you some figures so you can compare your estimates. We asked principals to estimate what percentage of their faculties they thought were in those categories. The principals said 29% of their teachers were Omnivores, 25% were Active Consumers, 30% were Passive Consumers, 10% were Withdrawn and 6% were Entrenched.

Here are the figures based on what we found in our case studies. We found 5% Omnivores, 20% Active Consumers, 50% Passive Consumers, 10% Withdrawn, and 15% Entrenched. Schools vary in the proportion of each. The balance that you have in your school affects what you can do with staff development in a significant way. That balance sets the tone of the school. Frequently, as staff development programs

are proposed, there is a tendency to think that teachers are all alike; we want them all to eat the same. Alas, they are not going to. Another question we have to raise is how malleable are these categories? Our present hypothesis is that the Omnivores and the Entrenched are probably the least malleable. Nonetheless, the Entrenched are important to deal with because a few Entrenched people in a school that does not have a strong staff development environment can effectively block staff development. They are the experienced people who for one reason or another say "no," and when they say no, if there is not a strong environment to the contrary, they can prevent much from going on. They can kill innovation. The Passive Consumers are probably the most malleable. Here is the largest number and the biggest area for action. These are some of the essential realities that we need to work against. Most staff development now offered is voluntary. We offer it and teachers are free to take it or to leave it. This draws mostly on category 1 and category 2, and they come back to the table time after time. So we touch the five percent and the twenty percent and miss 75% by our voluntary programs.

This is an important policy issue for a school, for a district and for the state. How much shall be required and how much shall be voluntary? Another big policy and strategic question is how to reach the 75% that are not reached by the traditional programs as now set forth?

What about the amount of training that we provide? Our facts show that overall it is very little, and even less that has the "hands on" part included. We found the average days of staff development for teachers to be 3.82. It ranged from none up to 9 or 10; in no instance did it go beyond that. For principals, the average was 7.5. They are doing twice as much as the teachers, but neither one of them is doing very much when it comes to what you need to do in order to get new practices developed and translated into action in the schools.

Here are a few added facts. Teachers say that they get the most and best help on their curriculum and teaching problems from other teachers, most of this being done informally. But we also find that teachers do not frequently visit each other's classes, make records of what they see, and talk about it to each other systematically. We find that teachers on the average spend only one or two days per year engaging in that activity. Why does this appalling condition exist in our schools? We find three reasons. First, teachers feel uncomfortable. We have not been socialized to do this. Part of this results from the way we train teachers, but more importantly it is how we treat beginning teachers during the first few years of their profession when they are being socialized. This can be changed. I think it is important for you to think about how it can be changed in your situation.

The second reason they do not observe and visit each other is that there is no time for it. Teachers have very little free time with paid substitutes. This is changing, but slowly, for it takes a change in attitude on the part of principals, teachers, and parents. What happens when you have a substitute and go somewhere else? The teacher says, "I cannot leave those poor kids. Think what will happen to them without me?" And the parents say, "I do not want the regular teacher away from the classroom." And the research says, "You have to have more on-task time." I am suggesting we need to re-think how we spend our time. It might be better to alter some of our existing behavior and attitudes if we are going to achieve increased power in staff development.

The third reason that classroom visits are not more regular amongst teachers is that they have traditionally been reserved for rating, tenure and for people in trouble. They are done by administrators for those purposes rather than for the improvement of instruction. All of these feelings are deeply ingrained, but they can be changed. If they are not, the individual teacher fails to get a perspective of what he or she is doing and does not come to appreciate some of the things that are done well and will not be disposed then to share those excellent things with other teachers. There is a tradition against that. But when these conditions begin to break down, things begin to change rather rapidly.

Since time is running out, let me turn to the last two points--the environment and leadership. Schools have either an energizing environment, a maintenance-oriented environment or a depressant environment. The aim is to move to an energized environment if you do not already have one. How many schools do you think are energized, how many are maintenance-oriented and how many are depressant? Again write down your estimates on Figure 1. Our data are not as firm here because we are just beginning to get this material together. Here our tentative figures for the California schools that we have been working with. About 10% of them are energized. This is about the same as the percentage of people who will go away from this meeting and apply what we say, the Omnivores. About 75% are maintenance-oriented and about 15% are depressant. These latter say, "There is so much energy needed to keep the place together that there is not really much time left to be spent in improvement."

Now just a word about leadership. Middle management may be the most crucial management in the schools. Sorry, Mr. Superintendent. We find three types of roles being performed: the Manager, the Harmonizer, and the Motivator. The Manager functions (1) to operate the school according to the established policies of the district, seeing that those policies are communicated and translated into action, and (2) to take care of the million details that have to be taken care of if a school is not going to run amuck and is to operate at all.

Secondly, the principal is expected to make everybody happy about the operation of the school--the teachers, the kids, the parents. This is the harmonizing role. And then on top of this, the principal is supposed to improve the school all of the time--which means upsetting the equilibrium just when it has been re-established. Everybody is admonishing you, the principal, to take on the number three role--the Motivator. But a look at our figures shows that most principals spend most of their time in number one, managing. The next largest amount of time is devoted to number two. The least amount is number three. Our personal experience is that this has been true for forty or fifty years. That is as far back as I go personally, but the historical literature says it was true before that. Now, the interesting question is why? I am sorry that I do not have the time to go into it, except to assure you that it is not because the principal is stubborn, does not want to or is not very bright. There are good strong historical reasons as to why this condition is true. It is the nature of the middle management task to perform the managerial things or the school does not keep running. It is the result of the policies of the school district, the expectations of the people from the board of education and the central office. It is because of the rewards and the necessities. When this function is performed, there is not much time left over. What can be done about this? I wish we could have a discussion of that. Unfortunately I am afraid that most of what we have been saying in terms of staff development leadership for principals is really not very realistic.

Table 1 lists five alternatives for action. At the moment, it looks to us as though number four and number five have better chances than the others for seeing that the motivational role is more adequately taken care of. We have talked a lot about giving teachers help, and I think that is important because they too are spending most of their time doing numbers one and two. But principals need help also.

Let me conclude by summing up the question of how can we continue to improve and grow in our career? I would say that attracting an able cadre of personnel for the profession is going to depend upon our answer to this question. If we attract able personnel to teaching, train them well initially, have an effective staff development program, and add adequate economic reward and high public esteem, then I think we will be well on our way.

We must continue to build upon our knowledge base but we are not using the existing knowledge base nearly to the extent that it can be used. We need to continue to improve that base because it is far from where it should be. We need also to develop a master plan at the state level for in-service and pre-service education. We need a master plan as no one group or person can do it alone. The federal government has to participate. The state government has a crucial role as does the legislature and the local district and the school. Failure at any point in that chain can prevent other parts from

operating. It is a system. We need to work at all levels. But the most fundamental action is at the local school where the teacher, the principal, the parents, and the kids are working. That's the most fundamental place to begin.

Table 2 lists eleven practical questions that you can ask yourselves in your own local schools to determine where you are, and where you might most want to begin work. Let me just close with mentioning one of them as an example--all of them are important to me and you can no doubt formulate your own better list. Is there time in the regular schedule of the school when teachers are free from direct instruction of students for them to engage in activities designed to improve their teaching? Is there time when they can visit, record the results and talk about them? Are funds available for teachers to do this frequently and on regular time rather than having it done at their own expense, after school, weekends, or vacations--on what I call "tired time?"

I think the time is ripe for important change. We are ready to move. I think there is an impetus I would agree with the governor that there is no need to be defensive. We have much work to do. We can begin tomorrow. We do not have to wait for the legislature. We need some more money which will help. But we can begin tomorrow. Indeed I am sure most of us have already begun. It is a matter of taking the next step that would be best for all of us.

TABLE I

CALIFORNIA STAFF DEVELOPMENT STUDY

Five Alternative Strategies for Strengthening the
Educational Leadership of Principals

1. Alter substantially the initial training, selection, and the inservice education of school principals.
2. Change the requirements for the principal to have them all provide direct services (staff development, training, supervision) to teachers on a regular basis.
3. Work to obtain added specialized staff who are assigned to the school or can be brought in periodically to provide direct services (e.g., specialists in specific fields as: psychology, evaluation, special education, bilingual, immigrant, curriculum-- saturate the school with categorical dollars and people).
4. Have the principal take an active role in creating a school improvement, problem-solving environment in the school.
5. Work at changing central administration and board policies which give greater prominence to educational leadership responsibilities. Augment substantially district school improvement policies and budgets.

For each of these we present a brief discussion of the (1) line of argument advanced by those who advocate the various strategies, (2) the actions necessary to carry out the strategies, and (3) the likely outcomes of following them.

TABLE 2

**Illustrative Questions a School/Community Can Ask
to Judge Its Staff Development Program**

**by Robert N. Dush
Stanford University, February 1984**

1. Is there time in the regular daily and weekly schedule of the school when the teachers are free from direct instruction of students for them to engage in activities designed to improve their teaching?

OR

Is there no such time and do teachers, administrators and parents resist any efforts that take teachers away from their students for any reason?

2. Do teachers visit, observe other teachers (in their own and other schools) systematically, make records of such, and engage in active dialog with other teachers about the results?

OR

Do they operate mostly alone, behind high walls and closed doors in their classroom castles?

3. Do teachers welcome others into their rooms for observation and discussion of curriculum, instruction and are they willing to engage in demonstrations of things they can do well for other teachers?

OR

Do they hide behind false modesty, traditional taboos, and keep their classroom secrets to themselves?

4. Are funds available for teachers to attend workshops, training sessions on topics of interest and importance to them frequently and on regular school time?

OR

Do they have to do these things mainly on their own time and at their own expense, after school, weekends, vacations or on TIRED TIME?

4.1 And when they do attend such sessions, is followup assistance, "hands-on" help provided to enable them to adapt, transfer and integrate the new ideas into their regular teaching practice?

OR

Does the new idea, after its initial stimulation, die aborning and fail to get into regular use in the classroom?

5. Do principals spend a substantial amount of their time talking to and working with teachers, visiting their classrooms, helping them to obtain materials and facilitating their efforts at improvement in a non-threatening, non-evaluative way?

OR

Do they spend most of their time on routines of managerial details and public relations matters?

6. Is the school well supplied with teachers' aides and other types of instructional assistants?

OR

Is the teacher left alone to handle all of the routines of teaching?

7. Is the typical picture in a school one in which many parents and other citizens frequent the school and participate actively in school activities?

OR

Are parents and others called to school mainly when there is trouble and on special days or evenings once or twice a year?

8. Do teachers, administrators, parents and other citizens have frequent opportunity to discuss in a free and non-adversarial manner not only the education of particular children but matters of curriculum and instruction and other vital school matters?

OR

Is this type of dialog limited or almost non-existent or confined to when there is a big problem?

9. Is there a regular budget of hard local dollars devoted to staff development, inservice education and school improvement that is governed at the grass roots level?

OR

Are such efforts mainly supported by soft, external dollars from state and federal, private sources and solely under strict administrative control?

10. Does the local school, district and board of education have a written, formally adopted policy with regard to staff development, inservice education, and school improvement behind which it has regular budget funds that are not the first to be swept away when there is some financial pinch?

OR

Is the answer to this question "no"?